



Substitution or Modification Accommodations for Students with Disabilities # 300.014

INITIAL EFFECTIVE DATE: March 15, 2018	LAST REVISION DATE: November 17, 2020	RESPONSIBLE UNIVERSITY DIVISION/DEPARTMENT Academic Affairs
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POLICY STATEMENT

Florida International University shall provide reasonable substitution or modification for any requirement for admission into the university, into an undergraduate or graduate program of study or for graduation for any otherwise qualified student with a documented disability as long as it will not result in a fundamental alteration in the nature of the program.

For purposes of this policy, the conditions listed in the Disability Definitions section may constitute a disability for which substitution or modification of an admission or graduation requirement may be provided, depending upon the effect of the condition on the requirement and the effect of the substitution or modification on the program.

Standards for documentation required for specific learning disabilities shall include at a minimum intelligence, achievement, and processing assessment using adult-normed instruments with information about functional limitations.

SCOPE

This policy is applicable to the entire University Community (faculty, staff, and students).

REASON FOR POLICY

To provide suitable alternative admissions review and graduation criteria that allows qualified students with disabilities to equal treatment under the law.

DEFINITIONS

DISABILITY DEFINITIONS
(The following list originates in BOG Regulation 6.018 and is not intended to be an exhaustive list.)

TERM	DEFINITIONS
Deaf/Hard of Hearing	A hearing loss of thirty (30) decibels or greater, pure tone average of 500, 1000, 2000, and 4000 hertz (Hz), unaided, in the better ear.

	Examples include, but are not limited to, conductive hearing impairment or deafness, sensorineural hearing impairment or deafness, high or low tone hearing loss or deafness, and acoustic trauma hearing loss or deafness.
Blind or Low Vision	Disabilities in the structure and function of the eyes as manifested by at least one of the following: visual acuity of 20/70 or less in the better eye after the best possible correction, a peripheral field so constricted that it affects one’s ability to function in an educational setting, or a progressive loss of vision that may affect one’s ability to function in an educational setting. Examples include, but are not limited to, cataracts, glaucoma, nystagmus, retinal detachment, retinitis pigmentosa, and strabismus.
Specific Learning Disability	A disability in one or more psychological or neurological processes involved in understanding or using spoken or written language. Learning disabilities may be manifested in listening, thinking, reading, writing, spelling, or performing arithmetic calculations. Examples include dyslexia, dysgraphia, dysphasia, dyscalculia, and other specific learning disabilities in the basic psychological or neurological processes. Such disabilities do not include learning problems that are due primarily to visual, hearing, or motor disabilities, to intellectual disabilities, to psychiatric or emotional disabilities or to an environmental deprivation.
Orthopedic Disability	A disability of the musculoskeletal system, connective tissue, or neuromuscular system. Examples include, but are not limited to, cerebral palsy, absence of some body member, clubfoot, nerve damage to the hand or arm, cardiovascular aneurysm (CVA), head injury or spinal cord injury, arthritis or rheumatism, epilepsy, intracranial hemorrhage, embolism, thrombosis (stroke), poliomyelitis, multiple sclerosis, Parkinson’s disease, congenital malformation of brain cellular tissue, and physical disabilities pertaining to muscles or nerves, usually as a result of disease or birth defect, including, but not limited to, muscular dystrophy and congenital disorders.
Speech/Language Disabilities	Disabilities of language, articulation, fluency, or voice that interfere with communication in academic settings, employment preparation/training or social interaction on campus. Examples include, but are not limited to, cleft lip or palate with speech disabilities, stammering, stuttering, laryngectomy, and aphasia.
Emotional or Behavioral Disability	Emotional or behavioral disabilities rendering the student unable to complete an admission or graduation requirement.
Autism Spectrum Disorder	Disabilities characterized by an uneven development profile and a pattern of qualitative impairments in social interaction, communication difficulties, and/or the presence of restricted



	repetitive or stereotyped patterns of behavior, interests, and activities. These characteristics may manifest in a variety of combinations and range from mild to severe.
Traumatic Brain Injury	An injury to the brain, not of a degenerative or congenital nature but caused by an external force, that may produce a diminished or altered state of consciousness, which results in impairment of cognitive ability or physical ability and functioning.
Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder	A chronic condition manifested by hyperactive and impulsive behavior, significant symptoms of inattention, or both. The behavior and symptoms have a significant impact on cognitive ability and academic functioning.
Other Health Disabilities	Any disability not identified in this subsection deemed by a disability professional to make completion of the requirement impossible.
OTHER DEFINITIONS	
TERM	DEFINITIONS
Course Substitution	A class that is designated by the academic unit that can be used to substitute another if it meets the requirement for the program/major.
Course Modification	Changes in the manner in which students with disabilities meet course requirements without a fundamental alteration to the course.

ROLES AND RESPONSIBILITIES
<p>The university shall provide the student the opportunity to present evidence of a qualifying disability.</p> <p>The student seeking substitution or modification to an admission review or graduation requirement must provide documentation demonstrating that he or she is disabled and that the student’s inability to meet the requirement is related to the disability. Additionally, the university has determined that if the requested substitution or modification is granted, a fundamental alteration in the nature of the program will not result.</p> <p>In determining whether to grant a substitution or modification, the university will consider pertinent documents including, but not limited to, assessments administered and interpreted by a licensed psychologist or interns supervised by a licensed psychologist; a physician or other qualified professional’s statement; vocational rehabilitation records; school records maintained as a result of the exceptional child provisions of Public Law 94-142; military/Veterans Administration records; Board of Governors regulations; or statewide articulation documents.</p> <p>FIU will provide the following information on its website:</p>



- (a) A mechanism for informing students of the process for requesting a substitution or modification;
- (b) A process for identifying reasonable substitutions or modifications in the review for admissions to the institution, admission to a program of study, entry into the upper division, or graduation;
- (c) A mechanism for making the designated substitution or modification known to affected persons;
- (d) A process for making substitution or modification decisions on an individual basis; and
- (e) A procedure for a student to appeal a denial of substitution, modification, or a determination of eligibility.

This policy includes the articulation with sister state postsecondary institutions, which shall include, at a minimum, acceptance of all reasonable substitutions previously granted by a state postsecondary institution.

FIU shall maintain records on the substitutions or modifications. The substitutions identified as available for each documented disability, the number of students granted substitutions by type of disability, and substitutions provided including the number of requests for substitutions that were denied.

RELATED RESOURCES

AUTHORITY/SOURCE

Florida Board of Governors Regulation 6.018
Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990

CONTACTS

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HISTORY

Initial Effective Date: Added to Compliance Policy Website March 18, 2018
Review Dates (*review performed, no updates*): February 7, 2024
Revision Dates (*updates made to document*): November 17, 2020